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ABSTRACT

Divided into 2 parts, this U.S. Office of Education bulletin presents: comparative data re: growth in the movement toward consolidation of rural and small schools between 1918 and 1928 with factors affecting this movement; and a description of the consolidated school of 1926-27 based on medians obtained from data supplied by 105 representative consolidated schools. The 1918-1928 comparative statistics presented include: number of 1-room and consolidated schools by states; decrease in number of 1-teacher schools with an estimate of future decreases (to 1938); and enrollment in consolidated schools in 17 states vs total public school enrollment. Data cited re: factors influencing the consolidation movement include: increasing demands on the school; official encouragement; state aid; and roads and improved transportation (number of pupils transported vs amount spent). In summary, this bulletin indicates that during this 10-year period the consolidation movement showed considerable "progress" with the number of large, rurally centralized schools increasing significantly and the concept of centralization being afforded the kind of official recognition that permitted expenditure of public funds for pupil transportation. Characteristics presented for the typical consolidated school include: teacher training; valuations and income; school grounds; type of school organization; sources and amount of revenue; and percent of pupils transported and transportation costs. (JC)

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RURAL SCHOOL CONSOLIDATION

A Decade of School Consolidation with Detailed Information from 105 Consolidated Schools

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Introduction

The United States Office of Education began to collect statistics pertaining to consolidated schools regularly about 1918. Before that date little statistical information concerning the centralization of rural schools on a nation-wide basis was available; every two years since then the State departments of education have been requested to report the number of consolidated schools, the number established, and the amount spent for pupil transportation; in 1928 much more complete information relative to these schools was requested from each State department of education.

The term "consolidated school" has so many different meanings that it is difficult to collect comparable data relative to the centralization of rural schools in the several States. In some States this term, or one with a similar meaning, is defined by law and schools conforming to the designated type are so classified; in others no legal designation is provided. Schools classified as consolidated range from small elementary schools, formed when two smaller schools or districts unite, to large union schools maintaining both elementary and secondary departments. In a few States application of the term "consolidation" depends more on the size of the district than on the manner of its formation. In some States, although consolidation of rural schools is a well-established policy of educational improve-

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ment, statistics concerning such schools are not segregated in county and State reports.

These differences have made the comparison of data difficult. However, in Part I of this study an attempt has been made to bring together data on the growth in the consolidation movement and factors affecting this movement which may be of interest to those working in this field.

In order to show results of efforts to improve education in rural areas by means of consolidation, detailed information concerning a number of schools formed by unionization is presented in Part II of this study. Consolidation is an administrative device to make possible better educational opportunities and it is hoped that data showing what these modern schools are like will serve a useful purpose in connection with a review of their growth in numbers over a period of years.

I.—A Decade of School Consolidation, 1918–1928

Growth in the Consolidation Movement

Increase in number of consolidated schools.—During the period in which regular statistics on consolidated schools have been collected there has been a rather constant increase in the number of such schools. Table 1 shows, by States, the number of consolidated schools reported to the United States Office of Education for each biennial period during the decade 1918–1928. The totals show that the average yearly increase was well over 1,000. The greatest increase appears for the biennium 1918–1920. This is due to the fact that only 28 States reported in 1918, whereas 42 reported two years later.

TABLE 1.—*Number of 1-room and consolidated schools, 1918–1928*

State	1-room schools						Consolidated schools					
	1917–18	1919–20	1921–22	1923–24	1925–26	1927–28	1917–18	1919–20	1921–22	1923–24	1925–26	1927–28
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	195,397	187,948	174,945	165,417	161,531	153,306	5,349	11,890	11,501	13,421	15,427	17,004
Alabama	3,561	3,893	3,777	3,365	3,245	3,015	69	328	219	455	450	513
Arizona	337	265	273	235	208	204	----	29	11	36	44	54
Arkansas	5,120	5,215	3,800	4,329	4,303	3,758	125	170	170	----	----	----
California	2,374	2,366	2,021	1,765	1,795	1,519	27	59	[1] 429	[2] 149	[2] 153	[2] 172
Colorado	2,222	2,222	2,090	1,779	1,862	1,910	21	[3] 146	166	186	188	167
Connecticut	751	715	647	603	576	536	----	----	----	----	----	----
Delaware	331	296	274	267	251	232	1	14	12	14	14	54
Florida	1,978	1,770	1,359	945	[4] 945	[4] 945	----	----	81	151	----	----
Georgia	5,311	4,867	4,530	4,350	2,524	1,396	159	315	420	510	882	984
Idaho	1,095	1,102	1,061	1,001	964	926	----	41	46	46	52	[5] 100
Illinois	11,000	10,145	[6] 9,986	10,085	10,148	10,105	10	78	116	123	120	114
Indiana	5,396	4,880	4,117	3,452	2,900	2,518	706	1,040	946	1,024	1,019	1,483
Iowa	11,340	11,340	11,906	9,558	9,570	9,585	214	288	377	388	381	386
Kansas	7,730	7,624	7,413	7,278	7,228	7,200	94	118	152	172	174	179
Kentucky	7,205	6,500	6,294	6,122	6,122	6,256	41	258	168	344	296	312
Louisiana	1,941	1,837	1,748	1,681	1,513	1,513	818	808	[7] 391	----	500	500
Maine	2,283	2,309	2,262	2,142	2,004	1,868	----	117	[8] 38	----	[9] 324	[9] 324
Maryland	1,676	1,602	1,538	1,450	1,356	1,206	----	180	----	----	----	----
Massachusetts	801	787	755	755	657	570	----	[10] 126	----	----	[9] 667	[9] 667
Michigan	7,206	7,004	6,809	6,558	6,506	6,372	8	211	198	[5] 250	[5] 255	237
Minnesota	8,231	7,668	7,544	7,520	7,310	6,997	220	255	315	379	378	396
Mississippi	4,371	4,371	[11] 800	800	2,489	2,930	290	470	----	1,200	951	988
Missouri	9,000	[12] 8,066	9,281	[5] 7,854	7,980	7,393	122	168	247	226	309	380
Montana	2,793	3,079	3,014	2,481	2,479	2,425	----	69	99	98	86	74
Nebraska	6,638	6,284	6,435	6,492	6,185	6,081	28	101	105	98	[5] 99	81

[1] Union, joint union, and consolidated schools.
[2] Union elementary schools.
[3] Figures for 1920–21.
[4] Figures for 1923–24.
[5] Estimated.
[6] Number 1-room school districts.
[7] Number schools with public transportation.
[8] Complete townships; about 200 townships are partially consolidated.
[9] Rural or rural village schools with 2 or more teachers.
[10] Towns of fewer than 10,000 population having most schools consolidated.
[11] Schools for white children.
[12] Schools with average attendance of fewer than 40.

TABLE 1.—*Number of 1-room and consolidated schools, 1918–1928*—Continued

State	1-room schools						Consolidated schools					
	1917–18	1919–20	1921–22	1923–24	1925–26	1927–28	1917–18	1919–20	1921–22	1923–24	1925–26	1927–28
1	2	3	4	5	6	7	8	9	10	11	12	13
Nevada	3,4	250	260	253	217	212	3	15	8	10	28	12
New Hampshire	1,6	803	73	701	683	608	.....	.....	21	21	17	23
New Jersey	766	654	63	579	514	430	.....	92	263	274	[11] 274	[13] 274
New Mexico	748	748	6[illegible]2	832	827	827	.....	129	.....	.....	[3] 102	[14] 112
New York	7,800	[illegible],639	8,642	8,433	8,237	7,350	.....	354	392	433	399	463
North Carolina	4,681	[illegible],174	[illegible],29	2,989	2,510	1,907	36	.....	355	691	814	951
North Dakota	4,200	4,372	4,482	4,293	4,322	4,361	401	457	459	472	505	503
Ohio	8,326	[3] 6,904	5,961	5,631	4,742	4,910	539	800	1,010	1,023	975	1,031
Oklahoma	4,805	4,426	3,948	3,647	3,603	3,426	103	262	287	440	439	447
Oregon	1,950	2,280	1,768	1,648	1,613	1,536	.....	61	77	60	[11] 89	130
Pennsylvania	9,846	10,254	8,889	8,[illegible]19	8,208	7,821	.....	137	275	423	431	524
Rhode Island	62	[11] 129	.....	[illegible]97	108	97	1	4	3	5	7	15
South Carolina	3,313	3,152	2,880	2,5[illegible]	2,039	1,905	700	[3] 300	250	342	406	[14] 406
South Dakota	5,117	4,584	4,670	4,6[illegible]3	4,753	4,796	24	139	181	125	116	108
Tennessee	4,977	4,766	4,347	4,026	[illegible],692	[12] 3,692	404	309	482	632	707	822
Texas	6,173	5,490	4,223	5,048	4,505	3,899	.....	635	757	788	922	1,195
Utah	138	137	125	86	99	115	.....	.....	.....	[3] 540	.....	.....
Vermont	1,250	1,190	1,148	1,126	1,080	1,087	.....	.....	59	.....	[3] 50	50
Virginia	4,128	3,786	3,630	3,440	3,205	3,015	.....	[3] 258	612	625	773	812
Washington	1,761	1,747	1,72[illegible]	1,614	1,494	1,313	161	274	314	337	352	396
West Virginia	5,566	5,415	5,265	5,045	4,961	4,979	24	45	246	204	414	389
Wisconsin	6,731	6,606	6,708	6,472	6,655	6,665	.....	80	72	74	77	73
Wyoming	1,000	1,289	1,200	1,170	1,184	1,115	.....	11	46	53	98	103

[2] Figures for 1920–21. [3] Estimated. [11] Figures for 1924–25. [13] Figures for 1928–29. [14] Ungraded schools.

Twenty-eight States reported 5,349 consolidated schools for the year 1917–18. The 20 States not reporting at that time were 5 of the New England group; the Rocky Mountain, Great Basin, and Pacific Coast States, except Colorado, Washington, and California; 4 of the Southern group; and Wisconsin. It was well known then that there were consolidated schools in several of these 20 States and the total number of consolidated schools in the United States was estimated on the basis of interviews and current educational publications at 7,500 for the school year 1917–18.

Reports from 42 States on the number of consolidated schools in 1919–20 gave a total of 11,890. The six States which did not report were New Hampshire, Vermont, Connecticut, North Carolina, Florida, and Utah. An estimate of 12,500 was considered approximately correct, as the number in all the States at that time.

In 1921–22 reports from 42 States, all except Connecticut, Massachusetts, Maryland, Mississippi, New Mexico, and Utah, gave a total of 11,501. Seven States reported fewer consolidated schools than two years previously, probably due to a more strict interpretation of what constitutes a consolidated school. The number in the 48 States at that time was estimated at 13,000.

For the year 1923–24, 40 States reported 13,421. States which did not report the number of such schools that year were Arkansas, Connecticut, Louisiana, Maine, Maryland, Massachusetts, New Mexico, and Vermont. Adding the number previously reported from some of these States and estimating for the others would make at least 14,000 in 1924.

Data for 1925–26, and the preceding year, from all the States except Arkansas, Connecticut, Florida, Maryland, and Utah, gave a total of 15,427 consolidations. Adding to this, numbers reported in earlier years from States not reporting in 1926, makes the estimation 16,000 or more.

Forty-three States reported 17,004 consolidations, or similar organizations, for the year 1927–28. Each of the five States, Arkansas, Connecticut, Florida, Maryland, and Utah, from which data were not obtained, has a number of large rural schools formed by consolidation. The entire number of schools of the consolidated type in the United States at the close of the school year 1927–28 was probably well over 17,500.

Decrease in number of 1-teacher schools.—Data collected biennially since 1918 show the decreasing number of 1-teacher schools. Figures in Table 1 indicate an annual average decrease of more than 4,000. Since their resources are invariably united with the resources of other schools, the ultimate purpose is educational betterment. In California, Indiana, Iowa, Ohio, West Virginia, and a few other States the

law specifies that schools with very low attendance shall be discontinued and the pupils transferred to adjoining schools.

The following quotation from the School Laws of Pennsylvania clearly sets forth the purpose as expressed by the law makers in that State: [1]

> That whenever graded schools can be made to accommodate the pupils of one or more ungraded schools, by consolidating said ungraded school or schools with another school, either graded or ungraded, it shall be the duty of the board of school directors to abandon the 1-room school or schools, and, instead of repairing or rebuilding the 1-room schoolhouse or schoolhouses, they shall erect a suitable modern building for the purpose of consolidating and properly grading all of the said schools; *Provided*, That no pupil of the abandoned schools shall be required to walk more than a mile and a half to the new school building.—*Act of April 13, 1911, P. L. 63, Sec. 1.*

Although the number of small schools is smaller in all but four States than it was at the beginning of the decade, it will be seen that very much greater progress was made in closing them in some States than in others. Data from Georgia indicate the greatest progress, where the number reported in 1928 was only 26.3 per cent of the number 10 years previously. Other States closing 25 per cent or more of their 1-teacher schools during the decade are Arkansas, Connecticut, Delaware, Indiana, Maryland, Massachusetts, Nevada, New Hampshire, New Jersey, North Carolina, Ohio, South Carolina, Tennessee, Texas, Virginia, and Washington. The entire number of these schools in the 48 States in 1928 was approximately 78 per cent of the number 10 years previously.

Sometime previous to 1918 the peak in the number of small rural schools established in the United States had been reached; nobody knows when it was. Since 1918 the number has been diminishing rapidly. If the rate of decrease during the past 10 years continues for as many more years the number will be reduced to approximately 100,000. This trend is shown in the diagram on page 7.

The solid line in this figure shows the general trend of decrease in number of 1-teacher schools from 1918 to 1928. Its direction was determined from data which were submitted to this office biennially from the 48 States. The dots are placed on the diagram to show the actual number of schools reported during the decade. The broken line is predicted on the assumption that the rate of decrease will continue. It will be seen that if the assumption proves to be true, the number of 1-teacher schools will have been reduced by approximately one-half in 20 years' time.

It is very probable that there will always be need of some small rural schools. Topographical, social, and economic conditions will necessitate their retention in certain localities. However, it is to be hoped that the years to come will witness continued progress in the

[1] Pennsylvania. Department of public instruction. The school law 1929. Art. 37, sec. 3701.

establishment of efficient schools in rural territory in place of the unsatisfactory ones.

Enrollment in consolidated schools.—The number of pupils enrolled in consolidated schools constantly increases. Unfortunately complete data on enrollment in these schools over a term of years are not available. In 1922 only 10 States—Alabama, Colorado, Delaware, Illinois, Iowa, Mississippi, Missouri, Oklahoma, Oregon, and South Dakota—reported the enrollment in consolidated schools. In these States, which are chiefly agricultural, the consolidated schools in

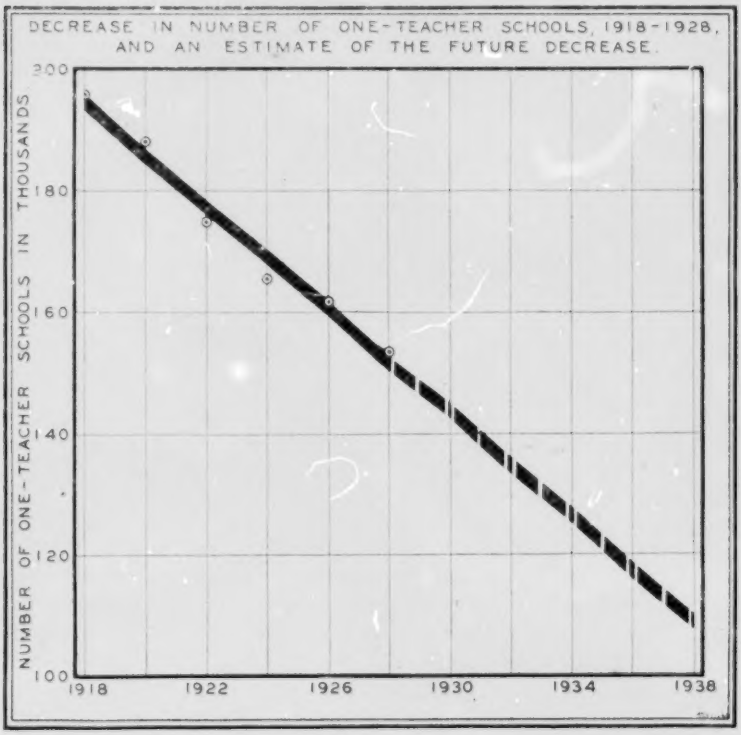

FIGURE 1

1922 enrolled from 2 per cent of the total State enrollment in Illinois to 20.9 per cent in Mississippi. The average for the 10 States was 8.2 per cent of the total enrollment.

A study,[1] based on data from 260 selected consolidated schools for 1922, made by the Office of Education in 1924 shows an enrollment of 204 elementary and 76 high-school pupils in the median school of the group.

[1] Abel, J. F. A Study of 260 Consolidated Schools. Washington, Government Printing Office, 1924. (U. S. Bureau of Education Bulletin, 1924, No. 32.)

The following table shows the enrollment in consolidated schools in 17 States and the relation it bears to the total public-school enrollment:

TABLE 2.—*Enrollment in consolidated schools in 17 States with total public-school enrollment*

State	Enrollment consolidated schools	Total public-school enrollment	Per cent of public-school enrollment in consolidated schools
1	2	3	4
Alabama	75,906	590,405	12.9
Arkansas	30,205	496,927	6.1
Illinois	36,685	1,331,329	2.8
Iowa	85,961	556,270	15.5
Kansas [1]	25,986	423,398	6.1
Kentucky	122,430	575,482	21.3
Michigan [2]	13,349	871,083	1.5
Minnesota	101,159	549,899	18.4
Mississippi	148,625	572,986	29.9
Missouri	50,834	723,167	7.0
New Hampshire	1,119	71,785	1.5
North Carolina [3]	634,166	848,278	74.7
Oklahoma	85,000	648,946	13.1
Oregon	28,931	181,891	15.9
South Dakota	14,058	164,551	8.5
Utah	13,957	141,788	9.8
West Virginia	12,134	382,830	3.2
Total	1,480,605	9,131,515	16.2

[1] Data for 1924–25.
[2] Rural agricultural schools.
[3] Data for 1927–28.

The enrollment, 1,480,605, in the consolidated schools of the 17 States named was 16.2 per cent of the total public-school enrollment in these States in 1925–26. This was an increase of 8 per cent over that of the 10 States reporting on this item in 1922. The enrollment varied from 74.7 per cent of the total public-school enrollment in North Carolina to 1.5 per cent in Michigan and New Hampshire. Assuming that the consolidated schools in all States enroll 16 per cent of the public-school enrollment, as they did in the 17 States named, there were, in round numbers, 3,700,000 pupils in these schools in 1925–26.

Factors Affecting the Consolidation Movement

Increasing demands on the school.—Education reaching the masses is a recent development in the United States. This is particularly true of education of secondary grade. Not only are more pupils enrolled in proportion to the total population than previously but greater demands are made on the schools in regard to curricular offerings. The 1-teacher school has found it difficult to meet either of these new demands. The larger-type school is better fitted for the increased work.

Between 1890 and 1924 high-school enrollment increased at a rate approximately twelve times that for the total population.[3] The rate is even greater for the decade 1918–1928. This extension of secondary education reached rural areas in all sections of the country, but seldom in the 1-teacher schools; they have been reserved for the elementary grades. Such extension of secondary education as has occurred in rural areas has come about chiefly through centralizing the resources of larger communities than the ordinary 1-teacher school district.

The secondary schools in rural territory which may be regarded as specialized forms of consolidation are those to which all or only upper-grade pupils from outlying schools are brought together. The union high schools of California, the rural and community high schools of Kansas, the township and community high schools of Illinois, and the agricultural schools of Michigan and Mississippi are illustrations. Where it is not practicable to bring all grades together the partial consolidation is a rather effective way of providing secondary school privileges.

Organization on the 6–3–3 or other similar plan offers unusual opportunity for bringing about partial consolidation. With such a plan of organization the lower elementary grades are retained in the local 1-teacher schools, while the junior and senior high school grades from a number of small districts are centralized. Among the States in which partial consolidation has been used to advantage during recent years are Alabama, Connecticut, Kansas, Louisiana, Mississippi and Oklahoma.

The school which teaches only the three R's is an historical institution. Social and industrial changes of the past 50 years have made new demands on the school. So many tasks have been transferred from other agencies that education at public expense is now a complicated undertaking. The school with meager equipment, an untrained teacher, and little supervision has great difficulty in meeting present-day standards.

Georgia, Iowa, Michigan, Mississippi, Nebraska, North Carolina, Ohio, and Texas are among the States reporting broadened curricula for large rural schools. The State superintendent of Michigan writes:[4]

> Michigan's rural (consolidated) agricultural school is the most modern type of consolidation. This organization not only makes possible increased educational advantages for the boys and girls in the grades, and high-school training for children who live in the open country, but it is especially adapted for promoting all lines of constructive rural life activities. * * *

[3] U. S. Bureau of Education Bulletin, 1927, No. 26, Trends in the Development of Secondary Education, p. 9.

[4] Michigan. Superintendent of public instruction. Eighty-ninth annual report. Lansing, Mich., 1927, p. 24.

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The course of study and the program of work are comprehensive enough to serve the patrons and young people of the community as well as the boys and girls. In addition to the regular academic subjects, the high-school program includes two or more years of vocational work which consists of home economics for the girls and manual training and agriculture for the boys.

The State department of education in North Carolina reported that in 1927, 125 schools were equipped for film service and that many pictures of educational and historical value were supplied to these schools free of cost.

Encouraging the movement officially.—In 1918, 80 years after the first consolidation law was enacted in Massachusetts, officials in practically all State departments of education were actively encouraging the centralization of small rural schools. Laws permitting such schools to unite were in force in all States. About this time reports of studies sponsored by State officials showing the advantages of the large type schools began to appear.

Centralization of rural schools was the subject of favorable recommendation and discussion in 37 annual and biennial reports of State departments of education for 1922 and 1923. Special bulletins on the subject were issued by State departments of education in at least 39 States during the decade. In 1925 and 1926 the subject received favorable attention in annual or biennial reports from all States excepting 4. Of these 4 the State departments in Arkansas, New Mexico, and West Virginia have actively supported the movement, and in the fourth, Rhode Island, schools are so far centralized that consolidation is no longer an important question.

The following quotations are typical of the many references to consolidation progress in reports of State departments of education:

> We sometimes feel that consolidation is being effected very slowly. As a matter of fact partial or complete consolidation has been effected in about 50 per cent of the towns [townships of the western regional district] during the past 12 years. These towns are Ridgefield, Wilton, Trumbull, Easton, Newtown, Middlebury, Beacon Falls, Bethlehem, Bridgewater, Washington, Goshen, Sharon, and Kent. [5]

> While I am not ready to say that good teaching is not possible in a 1 or 2 teacher school, yet the difficulties of securing and holding competent teachers for such schools, the lack of adequate housing and teaching equipment, the usually short and frequently divided terms, and, most of all, the necessarily short teaching periods, forever preclude the possibility of satisfactory results in such schools. From a careful study of hundreds of these schedules and time allotments in 1-teacher schools in Georgia, it is evident that the total teaching time per day averages considerably more than in our city schools or consolidated rural schools; still there can be given only extremely brief teaching periods because of the multiplicity of classes. To the helpless children of the first grade and the several subdivisions thereof the teacher can give only about 48 minutes per day; to the second, 50 minutes; to the third, 51 minutes; to the fifth, 57 minutes; to the sixth

[5] Connecticut. Board of education. Report to the governor, together with the report of the secretary of the board. Hartford, published by the State. 1925. p. 200. (Public document No. 8.)

65; and to the seventh, 72 minutes. The impossibility of effectively teaching any subject to little children during a school year is too evident to need discussion.

If satisfactory results are to be obtained, enough children must be brought together in order to reduce the number of classes per teacher so that extended time may be had for classroom instruction and supervised study. Consolidation of schools is no longer an experiment. During the year 1926 there was an increase of 181 in the number of new consolidations, making a total in the State of 882.[6]

In spite of the many advantages of centralization that have been pointed out in the various educational publications, most of the centralized schools are organized for the purpose of providing a high school. While there has been a decrease in the movement as to number organized, there has been a great increase in the number of children served by the attachment of more territory and by the increased number of transfers allowed to the high schools each year. This is clearly shown by the increase in enumeration and numbers of transfers as given in rural schools part of this report.[7]

As a direct result of official support or encouragement several studies have been made to show the relative merits and costs of small and of large rural school administrative units. Several of these were conducted by or in cooperation with officials in State departments of education and the results used as bases for formulating future policies of consolidation.

State aid for consolidation.—Legal provision has been made in 27 States for granting State aid to consolidated schools. Grants are made for buildings or current expenses in consolidated districts and for transporation of pupils. The amount varies from a small stated sum for one of the purposes named to as much as 75 per cent of the school's current expenses.

Since the grants are made only when specified standards are met, the supposition is that they tend to raise the quality of buildings, equipment, transportation, and instruction in the participating school districts. The State superintendent of Texas writes:[8]

> The rural aid law encourages small and financially poor districts to unite and thereby secure the many advantages that necessarily follow from large groupings, increased resources, greater numbers, and stronger teaching force.

The State commissioner of education in Minnesota writes:[9]

> The State encourages by means of building aid and the payment of transportation costs, the consolidation of rural districts, so that more adequate schools may be maintained at costs usually no greater than for similar schools in urban communities.

State aid to consolidated schools is granted for buildings in consolidated districts, for current educational expenses, and for the

[6] Georgia. Department of education. Fifty-fourth and fifty-fifth annual reports to the general assembly for the biennium ending Dec. 31, 1926. [Atlanta, 1927.] p. 14-15.

[7] Oklahoma. State superintendent of public instruction. Eleventh biennial report, together with the eighth report of the State board of education. [Oklahoma City.] M. A. Nash, State superintendent and president State board of education. 1926. p. 37.

[8] Texas. Department of education. Twenty-fourth biennial report. Austin, Tex. 1926. p. 36.

[9] Minnesota. Department of education. Twenty-third biennial report. St. Paul, Minn. 1924.

transportation of pupils. The increases in State aid noted indicate a trend toward larger State grants to consolidated schools.

Alabama granted aid to the amount of $232,999 in 1925–26 for building and equipment of rural schoolhouses, as compared to $170,083 in 1918–19. This aid is distributed in such a way as to encourage larger school plants and is a direct means in furthering the establishment of consolidated schools.

The State fund annually set aside by legislative enactment in Georgia to aid in the establishment and maintenance of consolidated and high schools increased from $100,000 in 1919 to $300,000 in 1926.

State aid for transportation in Minnesota increased from $216,207 in 1917 to $807,621 in 1926, and in addition the State made larger grants each year for buildings in consolidated districts during this period.

In 1923 legislation in Nebraska provided for State aid for equipment and current expenses in consolidated schools. The amount varies from $250 to $550 per school, according to the size of the school.

The Pennsylvania law provides for State aid for pupil transportation varying from 50 to 75 per cent of the cost of operation, depending on the school district's valuation, and in addition a specified sum is granted for the upkeep of each pupil-transportation vehicle used exclusively for transporting pupils.

Effect of good roads and improved means of transportation.—Road improvement has gone forward at an unprecedented rate during the past two decades. In 1904 the per capita expenditure for roads was only 90 cents, whereas by 1928 it had increased to approximately $11. At the latter date we find the expenditure of a single State for roads nearly as great as that of the entire Nation in 1904. During this period the miles of surfaced highways in the United States increased from 153,530 to 626,000, and in addition many miles of roads were graded and improved. As a result the main highways throughout the country are now passable to motor traffic during most of the year.

Children from wide areas are now quickly and safely transported in the modern motor bus. Of 48,459 vehicles used in transporting pupils to school in 1927–28 reported by 32 States, 42,768 were motor-drawn. Judging by reports, poor roads make pupil transportation difficult in many cases. Thirty-three per cent of the superintendents from whom data for Part II of this study were obtained, replying to the question, "What is your greatest transportation difficulty?" answered, "Poor roads."

TABLE 3.—*Transportation of pupils by years*

State	Number pupils transported—					Amount spent for transportation—					
	1919–20	1921–22	1923–24	1925–26	1927–28	1917–18	1919–20	1921–22	1923–24	1925–26	1927–28
1	2	3	4	5	6	7	8	9	10	11	12
United States	350,109	214,722	837,361	1,111,553	1,250,574	$7,960,966	$14,537,754	$21,814,744	$29,627,402	$35,052,680	$39,952,702
Alabama	7,058	12,761	20,673	27,482	54,333		171,925	283,230	423,991	560,497	1,051,921
Arizona								52,399	114,984	160,883	215,944
Arkansas	1,052			3,698	9,694				[3] 10,000	50,000	169,980
California						272,787	630,797		[2] 2,560,619		
Colorado	[1] 11,400										
Connecticut	6,030	11,172	[1] 13,042	16,305	20,224	210,685	314,340	416,931	524,448	634,860	784,230
Delaware			[4] 3,132	3,726	1,522		71,444	59,520	100,778	134,733	157,219
Florida	7,966		14,822	27,678	[3] 39,529	95,158	216,691	244,542	403,940	720,046	989,3[illegible]
Georgia	9,499			52,382	69,760	36,996	117,808	212,380	[1] 420,364	682,665	854,729
Idaho	[4] 1,526				[1] 12,000	178,500	301,345	289,787	238,622	274,912	323,143
Illinois						71,263	163,254	268,427	277,957	326,955	298,431
Indiana	60,142	79,780	98,637	124,027	144,970	1,251,460	1,921,035	2,664,672	3,336,407	3,955,880	4,246,395
Iowa	26,986		[3] 46,584	49,285	47,286	734,141	1,354,051	2,025,842	1,706,372	2,017,347	2,089,726
Kansas	[5] 2,331		6,232	6,628	7,300				232,765	[1] 254,714	292,005
Kentucky	[1] 4,000		6,000	[3] 6,000	[3] 9,500	13,998	95,785				437,286
Louisiana	18,229		38,880	46,173	70,551	193,063	471,059	677,374	1,017,395	1,261,802	1,632,638
Maine	8,880		10,773	12,400	14,326	213[illegible]288	296,651		461,679	532,419	580,466
Maryland	[6]	[7] 4,328	6,500	10,567	15,907	30,431	64,734	[7] 132,591	192,074	314,833	463,380
Massachusetts	25,938		[8] 37,743	20,896	[1] 45,000	582,681	858,840	1,129,381	1,291,703	1,515,653	1,728,141
Michigan		[3]	5,779	[9] 5,779	[10] 20,000	89,987	155,116	[9] 314,958	419,746	505,146	646,714
Minnesota	[11] 20,450		29,772	31,726		538,532	976,475	1,364,465	1,423,428	1,421,699	1,704,344
Mississippi	30,772		[7] 44,034	92,671		79,184	246,078	165,000	800,000	1,244,818	
Missouri				[1] 10,659				62,924	[9] 91,462	85,275	[6] 104,434
Montana	3,203	5,290	[11] 5,290	[1] 11,198		143,739	297,796	434,730	351,995	425,548	497,683
Nebraska	[11] 3,517		4,530	[9] 4,530			[1] 127,500		238,779	259,760	282,033

[1] Estimated.
[2] Transportation a major part of this amount.
[3] Data for 1926–27.
[4] To consolidated schools only.
[5] Data for 1924–25.
[6] Statistics from 44 schools.
[7] Data for 1922–23.
[8] 323 out of 339 towns reporting.
[9] Data for 1923–24.
[10] Data for 1928–29.
[11] Data for 1920–21.

TABLE 3.—*Transportation of pupils by years*—Continued

State	Number pupils transported—					Amount spent for transportation—					
	1919–20	1921–22	1923–24	1925–26	1927–28	1917–18	1919–20	1921–22	1923–24	1925–26	1927–28
1	2	3	4	5	6	7	8	9	10	11	12
Nevada											
New Hampshire			15,000	5,371	4,080	$144,366	$34,115	$39,745	$55,456	$65,288	$72,839
New Jersey	21,727	31,706	38,709	45,900	18,227	529,527	195,127	276,484	308,079	340,473	391,219
New Mexico	5,119				[10] 9,034	14,173	749,865	1,082,120	1,301,819	1,549,891	1,878,888
New York						307,555	136,881	237,545	236,707	322,262	324,099
							470,485	670,556	861,244	994,696	1,355,349
North Carolina	7,936	20,359	48,251	87,283	136,980			284,884	654,645	1,302,720	1,676,442
North Dakota	21,153	25,606	28,561	29,365	29,348	390,000	876,876	1,036,745	983,488	1,022,418	993,012
Ohio			109,280	[1] 162,074	146,136	1,066,084	1,651,157	2,441,682	2,338,803	3,606,156	[12] 3,777,886
Oklahoma	8,420		82,401	37,915	44,623		[13] 228,397		765,085	772,283	781,274
Oregon	[11] 2,029		2,249	2,843	8,593		2,286	175,201	289,315	387,172	494,083
Pennsylvania	[11] 4,520	4,509	[14] 8,894	23,539	[4] 39,728		83,962	574,372	1,367,707	1,749,064	1,974,674
Rhode Island					865	21,633	32,490	47,571	67,756	89,721	108,778
South Carolina	1,722		9,500	[4] 9,500	20,054	25,323		68,838	174,002	472,285	737,048
South Dakota	2,388		5,396	5,611	5,834	68,554	211,947	270,508	325,308	388,251	404,545
Tennessee	5,870	8,366	12,807	18,372	25,147	40,255	88,883	103,206	245,678	428,350	600,967
Texas	2,683		8,282	23,314	40,960	[1] 30,000	70,088	221,604	179,558	607,508	543,627
Utah	5,000		12,319	[13] 12,571	[15] 15,738	107,356	170,286	226,970	263,511	324,268	464,374
Vermont	3,590		[1] 6,044	6,477	6,776	200,209	228,532	258,032	244,713	260,488	284,832
Virginia	[11] 8,885		20,000	29,409	[10] 50,088	105,605	153,796	247,809	479,730	606,744	793,584
Washington			24,006	[4] 28,000	37,964			859,025	986,021	1,261,068	1,423,022
West Virginia				2,427				254,788	117,349	217,192	239,174
Wisconsin		8,667	9,323	11,778	11,954	144,658	225,699	428,846	525,851	556,843	583,605
Wyoming		2,118	3,922	5,994	7,543	29,755	74,128	106,501	216,330	[4] 368,094	468,980

[1] Estimated.
[4] To consolidated schools only.
[8] Data for 1923–24.
[10] Data for 1928–29.
[11] Data for 1920–21.
[12] Includes board in lieu of transportation.
[13] Special report for 98 schools.
[14] Statistics from 176 of 423 consolidated schools.
[15] Includes pupils boarded.

Table 3 shows, by States (those from which data were available), the numbers of pupils transported during the years 1919–20, 1921–22, 1923–24, 1925–26, and 1927–28, and the expenditures for this purpose in 1917–18, 1919–20, 1921–22, 1923–24, 1925–26, and 1927–28, in so far as these data are available. With a very few exceptions, there has been a constant increase in the number of pupils transported at public expense in the several States reporting on this item during the decade. The result is a very large increase in the total number.

It is obvious that the expenditure for transporting pupils has increased with the increasing numbers of pupils transported, and it seems quite probable that the per cent of increase in the one case does not differ greatly from that in the other. In some States the per cent of increase in expenditure is greater than the per cent of increase in number of pupils transported; in others the opposite is true. Since complete data are not available from all States, comparisons for all can not be made.

The number of pupils transported in the 15 States for which comparable data are available increased 191 per cent from 1920 to 1928, while the expenditure for pupil transportation increased 138 per cent during the same period. The totals shown in the table, based on incomplete data, indicate a greater relative increase in expenditure for pupil transportation than there was in the number of pupils transported.

The 10-Year Review

A review of the consolidation movement over a period of 10 years shows that considerable progress has been made in certain phases of the movement. The number of large centralized rural schools has increased greatly and they are now recognized as an important means of providing modern educational facilities to youth in rural areas throughout the country. Official encouragement to the consolidation movement is quite general. All States permit the expenditure of public funds for pupil transportation and this service reaches a constantly increasing number of communities in rural territory.

The foregoing presentation shows, by tables and description, some of the chief developments which have taken place in the consolidation movement during the past 10 years. The following pages set forth certain characteristics of the consolidated school of the latter part of the decade.

II.—Detailed Information from 105 Consolidated Schools

During the school year 1926–27 a questionnaire asking for data relative to consolidated schools and a request for a list of such schools sufficient to make a total number of 1,000 was sent to each State department of education.

The number of schools requested from any one State bears the same relation to the number of consolidated schools reported from that State to the United States Bureau of Education in 1924 that 1,000 bears to the total number of consolidated schools reported in that year, except that no State was asked for fewer than five schools. The following directions accompanied the request: "Such schools should be the large, open-country or village schools or districts which serve a population that is chiefly rural. Pupil transportation should be furnished and at least three elementary teachers employed in each school. They may or may not include any or all secondary grades."

The information received from the several State departments of education on the questionnaire is contained in Table 1 and on the pages following. Late in the same school year a questionnaire asking for data, some of which are embodied in Tables 4 to 12, was sent to four different schools in each State, selected at random from the lists submitted by the State department of education. Early in the school year 1927–28 the questionnaire was sent to additional schools equal in number to those not replying to the first request. In all replies were received from 105 consolidated schools in 36 States.

The Consolidated School of 1927

The following description characterizes a typical consolidated school in 1927, based on medians obtained from data supplied by 105 representative consolidated schools throughout the country. Since the characteristics are medians, they show fairly well what the schools of the middle 50 per cent are like. The extent of variation from this type can be seen from the extremes shown in Table 12. The typical consolidation in 1922 is similarly described in United States Bureau of Education Bulletin, 1924, No. 32. Measurements presented below indicate that consolidated schools in 1927 are stronger in several important features such as taxable wealth, valuation of school property, income, and enrollment than they were five years earlier.

The characteristics.—This typical consolidated school was established in a village in 1918 as the result of uniting five small districts and abandoning four schoolhouses. It serves 200 families distributed over an area of 30 square miles. One-half of the 200 families live on farms, and in addition to these 100 occupied farm homes there are eight vacant farmhouses in the district.

The assessed valuation of the taxable property within the area served by the school is considerably more than $1,500,000, or approximately $4,300 per pupil enrolled. The district has a bonded debt of $25,000, or less than 2 per cent of the assessed valuation. The school property is valued at $75,000, which amounts to 4.8 per cent of the assessed valuation, or $300 for each pupil enrolled.

The income of $25,000, or $100 per pupil enrolled, was derived chiefly from a local school tax levy of 14.5 mills on the dollar. It is used approximately as follows: 60 per cent for teachers' salaries, including a superintendent at $2,400, elementary teachers at $990 each, junior high school teachers (representing only one-fifth of the schools) at $1,288 each, and senior high school teachers at $1,350 each; 14 per cent, $3,500 for the transportation of pupils; and 26 per cent for other current expenses and the retirement of indebtedness.

There is an enrollment of 250 pupils in the 12 grades. Fifty per cent of the pupils are transported to school at public expense. The average distance one way is 5.5 miles and the cost per pupil for each mile he rides is 1.4 cents in district-owned vehicles and 2.2 cents in privately owned vehicles.

The school employs a superintendent, five teachers in the elementary grades and four in the secondary grades. Of the elementary teachers, all but one have had at least two years of training beyond graduation from a 4-year high-school course. A large percentage of the high-school teachers and the superintendent have had at least four years of college training. One-half of the members of the teaching staff have had two or more years of teaching experience.

The superintendent, or supervising principal, who is employed for nine months, has had training in supervision and administration. Fifty per cent of his time is spent in teaching, 25 per cent in supervision of instruction, and the remainder in office routine. He is carrying on at least one research project concerning the welfare of the school, such as "Transportation costs" and "Mental and educational testing of children."

The school maintains 12 grades and is organized on the 8–4 plan.[10] It may or may not have the classes divided into sections according to ability of pupils, for one-half of those answering this question do and one-half do not. It employs the annual promotion plan and uses standardized tests in the placement of pupils. There is an "enriched" curriculum and a modern schedule of time allotment for subjects. (See U. S. Office of Education Rural School Leaflet No. 46, Time Allotment in 80 Consolidated Schools.) Twenty-one and three-tenths per cent of the elementary grade pupils are under age, 63.5 per cent are normal age, and 15.2 per cent are over age.[11] Twenty per cent of the high-school graduates for the past three years have entered the occupation of farming.

The school building is equipped for specialized instruction in music, physical training, general science, home economics, and agri-

[10] 20 per cent of the schools conforming closely to the type described are organized on the 6–2–4 or the 6–3–3 plan.

[11] See U. S. Office of Education Pamphlet No. 8, An Age-Grade Study of 7,632 Pupils in 43 Consolidated Schools.

culture. It has a gymnasium and a library. Classrooms are unilaterally lighted and heated with a central heating plant. The grounds are 5 acres in extent and are landscaped and arranged for physical training and gardening. The school is the center for such community interests as school fairs, parent-teacher meetings, debating contests, and boy-scout activities.

The typical consolidation in comparison with other school organizations.—The area (36 square miles) served by the median consolidated school of the group is more than three times the average area (approximately 11 square miles) for all schools in the United States. In six States the minimum area which may constitute a consolidated school district is fixed by law; in five of these States the limits are lower than those being attained by consolidated schools as shown by this study; in the sixth State the minimum area is 40 square miles, but this is for high-school districts. Data are available for the years indicated showing area served by all consolidations in each of seven States; the medians in square miles were: Florida (1924), 36; Illinois (1927), 13; Iowa (1926), 25.6; Kansas (1925), 26; Minnesota (1926), 24; Missouri (1928), 25; and Oklahoma (1926), 33.

There is an average of 1 schoolhouse for every 95 families in the United States. The typical consolidated school is serving more than twice this number, while the number of farm homes served by this school is greater than the total number of families served by the average school in the United States. In this connection it is interesting to note that 75 per cent of the farm families served by the middle school of the consolidated group are home owners, whereas only 61 per cent of the operators of all farms in the United States in 1920 were in this class.

The valuation of the taxable property within the consolidated district is 24 per cent greater than that for the median of 260 consolidated schools in 1922. This fact and reports recently coming to this office seem to indicate that efforts to make consolidated schools financially stronger are being realized. The bonded indebtedness, equal to 2 per cent of the valuation, is well below the legal amount permitted in most States. Evidently the consolidated school corporation to-day is following the policy, "pay as you go."

The school's enrollment of 250 pupils permits of a much better organization than does the average rural school throughout the country. The 1-room schools especially are generally believed to be operating with low attendance in many cases. A recent study[12] of rural schools in Illinois reveals the fact that 2,000 1-teacher schools in that State had an average daily attendance of fewer than 10 pupils.

[12] Grimm, L. R. Factors and Problems in the Centralization of Elementary Schools in Illinois. Illinois State Teachers' Association, Springfield, Ill. 1927.

A study[18] of the salaries of 270,638 rural school teachers and 6,071 principals in 1925 shows that the median salary in 1-room schools was $761 per annum; in 2-room schools, $754; in schools of three or more rooms not consolidated in the open country, $834; in consolidated schools, $996; and in three or more room schools not consolidated in villages, $1,124. Principals of schools with elementary grades only received an average salary of $1,965; of schools with elementary grades and secondary grades, $2,163; and of schools with secondary grades only, $2,438. The median salary for the elementary grades of the consolidated schools studied is higher than that received by teachers of elementary grades in small open-country schools but lower than that paid in village schools. The median of the salaries paid principals, or superintendents, of these schools is approximately equal to the highest salary mentioned.

Variations from the type.—Some schools in this study fall far below the middle one of the group in important characteristics, while some at the other extreme are stronger in many essentials.

(1) *Training of teachers.*—If the goal is two years of professional training beyond graduation from a 4-year high-school course, for elementary teachers it is nearing realization in the consolidated school, for 78 per cent of the elementary teachers in the schools reporting have at least this amount of training. Of the secondary school-teachers, 95 per cent of those in junior and 93 per cent of those in senior and regular high-school grades have had training equivalent to two years or more beyond high school. Training amounting to four years beyond high school is not so near realization for the teachers of these schools. Only 6 per cent of the elementary, 40 per cent of the junior high, and 64 per cent of the senior and regular high-school teachers have completed four years of college training. Approximately 90 per cent of the principals and superintendents are college graduates.

A small number, slightly more than 2 per cent, of the teachers in the elementary grades and about 1 per cent of those in the secondary grades have had no high-school training.

Teachers of junior high-school grades lead in experience, approximately 60 per cent having had two years or more teaching experience. Fifty-six and 35 per cent, respectively, of those in the elementary and senior or regular high-school grades have had this amount of experience.

[18] U. S. Bureau of Education Bulletin, 1929, No. 6, Salaries and Salary Trends of Teachers in Rural Schools.

TABLE 4.—*Training and experience of teachers*

Position	Number with training beyond high-school graduation amounting to—								Number with high-school training only amounting to—		Number with no high-school training	Total	Number of teachers having 2 or more years' teaching experience [1]
	4 or more years	More than 3 but less than 4 years	3 years	More than 2 but less than 3 years	2 years	More than 1 but less than 2 years	1 year	Some, but less than 1 year	Less than 4 years	4 years			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Elementary	54	37	38	144	392	63	47	35	5	22	19	856	492
Junior high	41	8	5	20	23	3	1	1	.....	.....	.....	102	61
Regular and senior high [2]	401	43	71	59	42	4	24	.....	.....	10	7	621	222
Principal or superintendent	123	3	8	.....	7	.....	1	.....	.....	.....	.....	142	.....
Total	619	91	122	203	464	70	73	36	5	32	26	1,741	775

[1] Experience of principals and superintendent's not included.
[2] These data include teachers in the regular 4-year high schools and those in the senior high school grades of secondary schools reporting junior and senior organizations.

(2) *Valuations and incomes.*—Of the 88 assessed valuations of taxable property reported by as many consolidations, starting with the lowest amount and inclusive in each case, 22 range from $108,000 to $800,000, 44 range from $808,518 to $2,709,474, and the remaining 22 range from $2,710,670 to $17,275,764. It will be seen that the valuation of the taxable property of the wealthiest district gives it eleven times the ability of the median district to raise funds locally and one hundred and sixty times that of the district with the least wealth. The wealthiest ones are city or county school districts or they fortunately contain valuable railroad, oil, or other property. While these are illuminating facts, they probably do not measure ability to provide educational facilities as well as do valuations per pupil enrolled.

The taxable wealth per pupil enrolled varies among the 82 consolidations reporting on this item from a minimum of $190 to a maximum of $82,408. In other words, the latter school had more than four hundred times the amount of wealth per child that the former school had. The range of the middle 50 per cent of valuations per pupil extends from approximately $2,400 to $7,000.

Reports from 94 schools on value of school property and from 89 on the yearly income show inequalities similar to those in taxable resources. In each of six consolidations the school property is valued at $10,000 or less, while in the upper group, in each of 37 at $100,000 or more. The middle 50 per cent range from $40,000 to $125,000. The organization having the largest amount invested in school property is a school district comprising both urban and rural territory,

but those constituting the middle 50 per cent are chiefly rural districts with the schools located either in the open country or small villages. Incomes vary from $26 to $600 per pupil enrolled. Evidently the establishment of consolidation does not necessarily mean the solution to all problems of school support.

(3) *School grounds.*—The median consolidated school ground of 5 acres is sufficiently large for landscaping and recreation, but 9 of the 86 schools report less than 2 acres each. In the group of schools providing more liberally 18 have more than 10 acres each.

Certain results of consolidation.—In the opinion of 84 per cent of the superintendents replying to the question—What influence, if any, has the establishment of consolidation had on the percentage of home ownership in the district or other conditions affecting the welfare of the community?—consolidation has been an influential factor in attracting home owners or in bettering conditions generally. Fourteen per cent of those replying expressed the opinion that the establishment of consolidation had not influenced the percentage of home ownership; one stated that the number of home owners had decreased. The replies indicate that, in the main, there is greater community pride since consolidation took place. This is reflected in the fine buildings, suitable equipment, and other educational facilities of many consolidated schools.

The following are typical replies to the question mentioned:

Better school advantages make rented farms in demand.

Has influenced people to move here from the city and increased the number of home owners.

Tendency to get into district to enjoy educational privileges. Taxes no higher.

Decrease [in home ownership] due to purchase of large tracts of land by real estate men for speculative purposes.

More school and community interest.

We have more students, for we get a number from other districts.

Parents are satisfied because their children can go to school and live at home.

Good school has attracted people. Some on border have been set over on petition.

Increased resident ownership by 20 per cent.

The incoming families are mainly from New York City and our transportation system satisfies them.

Several superintendents submitted views and diagrams of their school plants and districts. All of these have been useful in our work in this office. Only a few can be reproduced here. The selections were made to show certain phases of progress and achievement in the consolidation movement.

This map of a consolidated school district with its irregular boundary lines is typical in this respect of many. Seven 1-teacher districts have united voluntarily with a central district to form a 12-grade school located near the village. The school is serving 38 square miles

and enrolls 250 pupils, 165 of whom are transported. Undoubtedly as roads and transportation facilities improve other districts can profitably join this consolidation.

Among the obstacles interfering with natural, effective grouping of children for educational purposes is that of the artificial county or township civil unit. We see, however, that this obstacle has been overcome by this consolidation. Children from three different counties are brought to a natural center.

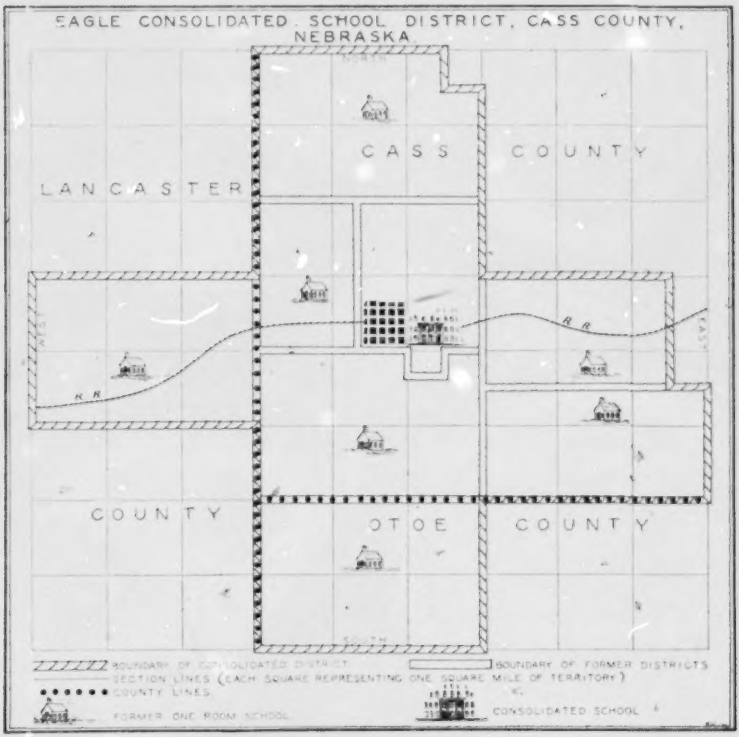

FIGURE 2

Some rural communities are making it possible for their children to enjoy excellent educational advantages. A decade of progress has brought about remarkable change. One-room schools with very small enrollment—and there are hundreds of them throughout the country—are unsatisfactory in many respects, even with modern buildings. The "Little red schoolhouse" of pioneer America reluctantly but constantly gives way to one better adapted to present-day needs.

Such rapid strides have been made in transportation facilities during recent years that it is difficult to realize present possibilities with

respect to consolidation. Not many years ago the horse-drawn vehicle was the one in common use. To-day the sturdy motor bus is rapidly supplanting the vehicle formerly used. Notice the excellent provision for light and ventilation, the front and rear door, and the low center of gravity in this school bus which is representative of the improved type now in use. It is one of approximately 40,000 in which more than a million children are transported to and from school.

As improved roads are extended motor bus transportation will make it possible for the average consolidated school to serve more than 36 square miles of territory. The fact that a fourth of the schools listed in this study are now serving areas varying in extent from 56 to more than 100 square miles shows that the present median of 36 square miles is lower than it needs to be.

Tabular data derived from questionnaires.—The following tables contain data relative to the 105 consolidated schools studied.

Table 5 shows that the number of years of instruction offered ranges among the 105 schools from 4 years of secondary work to 12 years of elementary and secondary work. Classified by number of years offered in the course, there are seven types of school organization in the consolidated schools listed.

TABLE 5.—*Types of school organization*

Length of course in years	Length of divisions of course in years			Number of consolidations
	Elementary	Secondary		
		Junior	Senior	
1	2	3	4	5
7	6	1		1
8	8			8
9	6	3		2
	8	1		1
10	8	2		2
11	7		4	4
	8		3	2
12	6		6	9
	6	2	4	4
	6	3	3	8
	7	1	4	1
	8		4	58
4			4	5
Total				105

Eighty of the 105 schools offer 12 years of work. Fifty-eight of the 80, or more than half of the entire number reporting, are organized on the 8–4 plan, 9 are organized on the 6–6 plan, and 8 on the 6–3–3 plan. Six schools maintain an 11-year course. Of these, 4 offer 7 years in the elementary and 4 years in the secondary grades, while 2 offer 8 years in the elementary and 3 in the secondary grades, and 2 schools

have a 10-year course. Eight schools report no grades above the eighth, while 19 schools attempt some form of junior high school organization.

TABLE 6.—*Sources of revenue for support of consolidated schools*

Schools	Averages (in per cent) from—			
	Federal Government (Smith-Hughes, etc.)	State	County	Local district
1	2	3	4	5
All schools in the United States	0.3	15.6	10.9	73.2
69 consolidated school districts	1.4	22.8	16.4	59.4

Table 6 shows that the revenue for current expenses of 69 consolidated schools is derived as follows: An average of 1.4 per cent comes from the Federal Government, 22.8 per cent from the State, 16.4 per cent from the county, and 59.4 from the local district. The range in percentages received from these four sources is wide. Forty-five schools report that no part of their income is derived from the Federal Government, 2 report that none is received from the State, 25 that none is received from the county, and 4 that none is received from local sources. The percentage of revenue coming from the Federal Government varies from five-tenths of 1 per cent to 12 per cent; that from the State varies from seven-tenths of 1 per cent to 88 per cent; that from the county varies from four-tenths of 1 per cent to 86 per cent; and that from the local district varies from 17.4 per cent to 100 per cent.

The average percentages received from these sources by all schools in the United States are shown for comparative purposes. Note that the consolidated schools derive larger percentages from Federal, State, and county sources, but a smaller percentage from the local district, than does the average school in the United States.

TABLE 7.—*Distribution of 87 consolidated schools by amount of income for each pupil enrolled*

Income for each pupil enrolled	Number of consolidated schools	Income for each pupil enrolled	Number of consolidated schools
1	2	1	2
$20 to $39	4	$120 to $149	8
$40 to $59	8	$150 to $159	6
$60 to $79	16	$160 to $179	5
$80 to $99	17	$180 to $199	2
$100 to $119	16	$200 and more	5

Table 7 shows the number of schools having incomes, within the indicated intervals, for each pupil enrolled. It will be seen that four schools have incomes of less than $40 per pupil, while at the other extreme the incomes of five schools are $200 or more per pupil. Among the middle 50 per cent they range from $68 to $123.

Transportation of pupils.—Eighty-nine schools reported the per cent of enrolled pupils transported to school. Six of these schools do not pay transportation costs and, therefore, are not included in the following computation. The number (see Table 8) transported at public expense varies from 3 per cent of the enrollment in one school to 100 per cent in three schools. Among the middle 50 per cent of the schools, as arranged in this table, the number of pupils transported varies from 33 to 71 per cent of the enrollment.

TABLE 8.—*Distribution of 83 consolidated schools by per cent of enrolled pupils that are transported*

Per cent of pupils transported	Number of consolidated schools	Per cent of pupils transported	Number of consolidated schools
1	2	1	2
Less than 10	3	60 to 69	9
10 to 19	8	70 to 79	9
20 to 29	4	80 to 89	6
30 to 39	14	90 to 99	4
40 to 49	12	100	3
50 to 59	11		

TABLE 9.—*Distribution of 77 consolidated schools, by per cent, that amount spent for transportation is of school income*

Per cent of expenditure for transportation	Number of consolidated schools	Per cent of expenditure for transportation	Number of consolidated schools
1	2	1	2
Less than 5	7	20 to 24.9	10
5 to 9.9	16	25 to 29.9	6
10 to 14.9	19	30 and more	4
15 to 19.9	15		

Seventy-seven schools reported the per cent that transportation expenditure was of the total school budget in 1925–26. Six schools reporting no expenditure for transportation are not included in Table 9. Seven of those transporting pupils used less than 5 per cent of their budget for this purpose, while at the other extreme four schools used more than 30 per cent. As arranged in this table, the middle 50 per cent of the schools used from 8 to 20 per cent of their income in transporting pupils to school.

TABLE 10.—*Distribution of 103 consolidated schools by average cost of transportation per child, per mile, per day in cents*

Cost in cents	Number of consolidated schools	Cost in cents	Number of consolidated schools
1	2	1	2
Less than 1	19	3 to 3.9	11
1 to 1.9	34	4 to 4.9	3
2 to 2.9	33	5 and more	3

The cost of transporting pupils to 19 of the 103 schools answering this question was less than 1 cent per child per mile. From this low figure it ranged to 5 cents and more in three schools. In the middle 50 per cent of the schools, as arranged in Table 10, the cost ranged from 1 cent to 2.4 cents per child per mile.

Table 11 contains much of the information on which Part II of this study is based. The data are presented for each of the 105 schools as reported. Names of schools, by States, with post-office addresses, are given in order that persons interested in additional information concerning a school of a particular size, or having characteristics of a particular type, may write directly to such school for the information desired. It is hoped that the list of schools presented in this manner will be useful to students and others interested in problems of rural school administration.

TABLE 11.—*Names of consolidated schools, financial*

Name of consolidated school and post office address	Date school was established	Number of districts or schools united	Area served in square miles	Assessed valuation of area served by consolidation	Per cent assessed valuation is of actual valuation	Area of school grounds (acres)	Total value of all school property	Total school budget 1926-27
1	2	3	4	5	6	7	8	9
Arizona:								
Benson Union High School, Benson	1912	3	125	$2,813,577	50	40	$25,000	$21,370
California:								
Cupertino Union, Cupertino	1921	4	64	4,000,000		5.5		35,000
Vista Union, Vista	1922	3	24	4,800,000	20	4	30,000	9,000
Colorado:								
Cache la Poudre Consolidated, La Porte	1913	7		2,800,000	50	4	50,000	27,000
Connecticut:								
Orange Center School, Orange	1908	5		2,710,670	80	4	75,000	22,700
Delaware:								
Milton School, Milton	1894	4	9	800,000	60	.5	15,000	16,000
Florida:								
Redland Farmlife and High, Homestead	1916	8	60			15	45,000	
Illinois:								
Congerville Consolidated, Congerville	1908	3.5	13.5	263,523		2	19,000	8,000
Joy Community Consolidated, Joy	1920	7	36	1,144,701	50		58,000	26,000
Mineral Community Consolidated, Mineral	1922	6	27	808,518	50	.25	65,650	28,000
Oswego Consolidated, Oswego	1921	4	15	542,000		3	80,000	10,000
Penfield Public, Penfield	1924	2	9	618,829	33⅓		10,000	8,000
Indiana:								
Burket, Burket	1907	3	144	926,343	80	3.5	65,000	
Richland Township, Earl Park		7	36	3,000,000	100	2	120,000	30,000
Center Grove High, Greenwood	1907	9	36	4,351,560		6	80,000	
Pine Township, Otterbein	1918		36	2,850,000	90	2.25	40,000	20,000
Lake Township, Silver Lake	1900	3	16	2,100,000	65	1.5	8,000	20,000
Iowa:								
Bayard Consolidated, Bayard	1919	6	32	2,709,474	25	7.75	225,000	44,000
Bondurant Consolidated Industrial, Bondurant	1919	6	26			7.5		35,000
Earlham Consolidated, Earlham	1919	8	40¼	1,500,000	20	6	175,000	54,000
Huxley Consolidated, Huxley	1919	6	19½			5		33,000
Paton Consolidated, Paton	1922	26		1,848,499		10		
Kansas:								
Elgin Consolidated High, Elgin	1923	3	15	850,000	30	5	100,000	25,000
Lewis Consolidated, Lewis	1917	5	70	2,436,782		5	75,000	25,000
Consolidated Schools, Weskan	1921	2	198	108,000	90	3	108,000	25,000
Kentucky:								
Crestwood Consolidated, Crestwood	1919	3	64	1,500,000	75	2	40,000	12,000
Cromwell Consolidated and High, Cromwell	1920	3	24	160,000	75	3		4,500
Mason Consolidated, Mason	1918	4	100	1,592,872	80	4	22,000	16,081
Camargo Consolidated, Mount Sterling	1911	3				6	22,500	
Louisiana:								
Logansport High, Logansport	1920	4	100	1,353,197	100	11	115,000	30,705
Shady Grove, Rosedale	1916	5	100	2,000,000	80	20	100,000	25,000
Maine:								
Winn High, Winn	1922	3	16			3	16,000	
Maryland:								
Hancock School No. 1, Hancock	1920	4	3	900,000	50	3	75,000	
Mullikin Consolidated, Mitchellsville	1920	4	60	1,000,000	60	5½		
West Friendship High, West Friendship	1925	5	20			4		
Massachusetts:								
Center, Lincoln	1908	5	20	2,700,000	55	1.5	75,000	35,000
Paxton Grammar, Paxton	1898	5	25			5	30,000	14,500
Central, West Newbury	1910		25			2		

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data, enrollment, teachers' salaries, and transportation

Are there one or more homes for teachers?	School population in consolidation area	Total school enrollment	Number school transportation vehicles used: Owned by school corporation	Number school transportation vehicles used: Owned by private interests	Number of children transported daily	Average length of routes (one way in miles)	Average transportation costs per child per day per mile	Per cent transportation expenditure was of total school budget	Type of school organization (8–4) (6–4) or (other)	Median salary of teachers: Elementary	Median salary of teachers: Junior high	Median salary of teachers: High school	Per cent of graduates who have entered or are preparing to enter the occupation of farming: 1925	Per cent of graduates who have entered or are preparing to enter the occupation of farming: 1926
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	500	75	.....	3	30	5.5	$0.03	9.8	8–4	.....	.....	$1,800	75	65
0	600	400	5	.....	385	8	.06	.....	8–4	$1,620	.....	1,900	.....	.....
0	200	200	1	.....	75	8	.05	14	8–4	1,400	.....	.....	.....	.....
1	377	328	1	5	223	2.75	.063	18	8–4	1,160	$1,150	1,600	.....	.....
0	341	.....	.....	6	268	2.5	.036	22	8–4	1,200	.....	.....	.....	.....
0	400	300	.....	2	30	7	.15	.....	7–1–4	960	.....	1,600	.....	.....
1	525	502	6	.....	495	5	.....	.....	6–3–3	1,400	1,665	1,800	0	14
0	156	107	.....	3	53	3.3	.055	16.66	8–2	800	.....	1,500	33.3	33.3
1	322	293	6	3	145	11.66	.056	23	6–2–4	1,080	1,180	1,450	15	15
0	184	154	5	4	79	6	.....	5	8–4	900	.....	1,450	25	25
0	240	240	.....	1	35	5	.015	.....	8–4	.....	.....	.....	.....	.....
0	150	89	2	.....	54	5	.06	18	8–3	1,147	.....	1,300	0	0
0	386	145	4	1	.....	7	.26	.....	8–4	900	.....	1,400	25	50
0	300	170	.....	6	75	6	.....	.....	8–4	.....	.....	.....	10	10
0	1,200	560	.....	9	.....	3	.....	.....	6–6	1,008	.....	1,544	7	8
0	164	146	5	1	144	10	.02	.....	8–4	.....	.....	.....	100	50
0	240	238	6	1	85	3	.01	.....	6–6	814	.....	1,352	2	1
0	350	312	.....	7	175	6	.....	11	8–4	968	968	1,328	25	30
1	.....	200	.....	6	.....	5	.....	.....	8–4	923	.....	1,350	.....	.....
0	447	402	8	2	160	7.4	.092	9	8–4	1,080	1,125	1,350	7	5
0	280	.....	7	1	144	4.375	.....	10	8–4	.....	.....	.....	25	33⅓
0	383	263	5	.....	.....	.....	.....	.....	8–4	.....	.....	.....	.....	20
0	240	143	2	.....	43	5	.25	4	6–2–4	.....	.....	1,638	.....	.....
0	252	239	4	.....	92	9	.004	20	6–3–3	1,080	1,260	1,475	18	25
1	.....	179	8	.....	179	15	.007	.....	8–4	1,030	.....	1,242	40	35
0	280	265	.....	.....	.....	.....	.....	.....	8–4	720	.....	1,035	0	0
0	164	.....	4	.....	54	4	.04	.....	8–2	640	1,200	.....	14	0
1	209	200	9	.....	200	.....	.....	29	8–4	838	.....	.....	50	33⅓
1	.....	120	.....	.....	.....	.....	.....	.....	8–4	.....	.....	.....	.....	.....
0	501	453	.....	5	155	7	.005	.....	7–4	.....	.....	.....	35	40
1	.....	340	4	2	325	6	.....	28.8	7–4	960	.....	1,205	0	0
.....	300	145	2	1	60	4	.005	25	8–4	850	.....	1,200	.....	.....
.....	450	456	.....	2	48	6	.085	.....	8–4	.....	.....	.....	2	0
0	304	171	.....	5	153	.....	.....	43	8	1,050	.....	.....	.....	.....
.....	.....	265	.....	5	175	5	.....	.....	8–4	.....	.....	.....	.....	.....
0	.....	.....	.....	3	180	2	.10	25	6–3	.....	.....	.....	.....	.....
0	125	130	.....	4	50	2.5	.....	15	8	.....	.....	.....	.....	.....
0	.....	.....	.....	2	.....	.....	.....	11	8–4	1,050	.....	1,300	.....	.....

TABLE 11.—*Names of consolidated schools, financial data,*

Name of consolidated school and post office address	Date school was established	Number of districts or schools united	Area served in square miles	Assessed valuation of area served by consolidation	Per cent assessed valuation is of actual valuation	Area of school grounds (acres)	Total value of all school property	Total school budget 1926-27
1	2	3	4	5	6	7	8	9
Michigan:								
R. R. No. 9, Battle Creek	1921	3	10	$2,937,000	50	5	$250,000	$75,000
Burns Township Agricultural, Byron	1920	5	30	997,000	75	3½	90,000	13,000
Covert Consolidated, Covert	1922-3	7	.....	1,288,660	50	26	125,000	42,541
Goodrich Rural Agricultural, Goodrich	1919	6	25	1,323,000	50	5	83,000	20,000
Trenary High, Trenary	.....	.....	72	463,190	71	5	.....	27,500
Minnesota:								
Alberta Consolidated, Alberta	1911	3	13	435,000	50	2	30,000	18,000
Consolidated Graded and High, Canton	1922	4	12	390,902	.....	.....	117,000	22,000
Consolidated District No. 102, Delavan	1916	7	33	823,605	.....	4	75,000	27,051
Forest Lake Consolidated, Forest Lake	1919	5	59	800,000	.....	5	300,000	56,000
Hitterdal Consolidated, Hitterdal	1916	5	36	400,000	33	5	100,000	24,000
Consolidated School District No. 66, Rapidan	1922	4	36	700,000	.....	7	80,000	19,000
Mississippi:								
Dixie Consolidated, Hattiesburg	1921	4	47	460,000	50	40	40,000	9,000
Missouri:								
Grandview Consolidated District No. 1, McFall	1921	4	29	1,253,000	95	8	.....	25,000
McFall Consolidated High, McFall	1920	6	.....	1,000,000	60	2	60,000	13,000
Montana:								
Florence-Carlton Consolidated, Florence	1915	3	83	450,000	30	10	30,000	12,000
Stockett - Sandcoulee, Sandcoulee	1920	3	28	689,000	67	3	75,000	44,600
Twin Bridges Consolidated, Twin Bridges	1920	5	250	1,600,000	100	4	100,000	25,000
Huntley Project Schools, Worden	1915	17	100	1,980,000	30	10	65,170	67,565
Nebraska:								
Eagle Consolidated, Eagle	1919	8	38	3,200,000	100	15	139,000	31,000
New Jersey:								
Middletown Township, Leonardo	1911	8	.....	9,284,569	60	12	495,010	235,185
Matawan High, Matawan	1890	2	12	2,900,000	60	10	300,000	69,000
Toms River, Toms River	1919	7	[1] 140	3,000,000	50	11	325,000	100,000
New York:								
Sherwood Central Rural, Aurora-on-Cayuga	1926	6	12	526,480	62	5	60,000	21,357
Central District No. 3, Town of Cortlandt, Buchanan	1923	5	13	7,216,381	80	18	600,000	103,000
Friendship Centralized Rural, Friendship	1925	9	6	1,830,310	80	4.5	250,000	70,000
Hamilton Central Rural High, Broad Street, Hamilton	1926	6	40	2,000,000	50	2	300,000	30,000
Centralized School No. 1, Wirt and Bolivar, Richburg	1926	6	5	3,942,842	90	1	175,000	40,000
North Carolina:								
Shady Grove High, Advance	1924	6	25	.....	.....	10	73,293	10,000
Farmington High, Farmington	1920	5	70	.....	.....	3.5	30,000	9,000
North Dakota:								
Balfour Special School District No. 56, Balfour	1912	4	36	.....	75	2	75,000	15,000
Erie Consolidated, Erie	1908	.....	36	.....	.....	1	20,000	8,952

[1] Grades 25 H. S.

enrollment, teachers' salaries, and transportation—Continued

Are there one or more homes for teachers?	School population in consolidation area	Total school enrollment	Number school transportation vehicles used		Number of children transported daily	Average length of routes (one way in miles)	Average transportation costs per child per day per mile	Per cent transportation expenditure was of total school budget	Type of school organization (8-4) (6-6) or (other)	Median salary of teachers			Per cent of graduates who have entered or are preparing to enter the occupation of farming	
			Owned by school corporation	Owned by private interests						Elementary	Junior high	High school	1925	1926
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
0	800	750	3	.....	280	4	$0.025	5	6-3-3	$1,350	$1,400	$1,600	30	10
0	224	214	.....	5	110	9	.023	17	6-6	1,100	1,200	1,500	50	30
0	464	423	6	.....	320	4.2	.....	19	6-6	1,200	1,350	1,350	.....	.....
0	258	256	10	.....	150	5	.....	.....	6-6	1,200	.....	1,350	10	25
0	.....	281	8	3	162	4.3	.05	16⅔	6-6	.....	.....	.....	0	0
1	90	146	7	.....	95	4	.08	22	8-4	.....	.....	.....	.....	.....
0	180	178	5	3	.....	3.375	.....	8	8-4	927	.....	1,341	2	1
0	185	232	9	1	.....	.....	.....	16.5	8-4	.....	.....	.....	.....	.....
0	441	553	11	.....	280	.....	.....	14	8-4	990	.....	1,260	27	25
0	171	242	9	.....	151	4.5	.065	20	8-4	922	.....	1,260	40	50
0	133	156	5	.....	131	.....	.....	19	8-4	990	1,080	1,503	50	60
1	285	260	.....	5	175	4.5	.02	38	8-4	736	.....	880	80	75
1	167	169	10	1	155	3	.....	12	8-4	630	.....	1,210	99	99
0	.....	250	6	2	100	6	.....	6	8-4	720	.....	1,300	50	50
0	135	128	.....	1	.....	.....	.....	8	8-4	.....	.....	.....	50	0
1	685	555	.....	2	200	2.5	.....	8	8-4	1,285	.....	1,550	.....	.....
1	230	240	.....	.....	100	11	.....	20	6-6	.....	.....	.....	.....	.....
0	1,100	725	7	7	409	8.6	$.029	21	8-4	945	.....	1,305	70	60
0	305	250	.....	7	165	6	.044	25	8-4	900	.....	1,350	40	30
0	.....	1,953	.....	11	900	5	.015	.....	6-3-3	1,550	1,750	2,000	.....	.....
0	1,200	1,062	1	2	70	2.67	.....	1.4	8-4	1,325	.....	1,625	2	0
0	1,200	991	5	6	606	3.5	.....	15	8-4	1,425	.....	1,560	.....	.....
0	137	118	.....	.....	.....	.....	.....	.....	6-2-4	950	1,200	1,300	.....	.....
0	1,100	928	5	.....	287	.....	.005	3	8-4	1,400	.....	1,700	.....	.....
1	500	435	.....	7	180	4	.04	11	8-4	1,250	.....	1,450	.....	.....
0	550	450	[1] 3	.....	125	2.5	.003	16⅔	8-4	.....	.....	.....	5	5
0	250	230	4	.....	.....	4.5	.....	.....	8-4	.....	.....	.....	.....	.....
0	366	386	4	.....	.....	.....	.....	18	.....	720	.....	840	20	30
0	369	250	3	.....	150	5	.....	.....	.....	.....	.....	.....	20	10
0	200	165	.....	13	.....	.....	.....	.....	8-4	.....	.....	1,080	0	0
0	.....	82	[2] 0	0	0	0	0	0	8-4	.....	.....	.....	.....	.....

[1] Six horse-drawn vehicles used in winter. [2] Family system. School districts pays mileage.

TABLE 11.—*Names of consolidated schools, financial data.*

Name of consolidated school and post office address	Date school was established	Number of districts or schools united	Area served in square miles	Assessed valuation of area served by consolidation	Per cent assessed valuation is of actual valuation	Area of school grounds (acres)	Total value of all school property	Total school budget 1926-27
1	2	3	4	5	6	7	8	9
Ohio:								
Harris-Elmore, Elmore	1924	9	38	$5,500,000	100	7	$200,000	$47,000
Etna Rural District, Etna	1915	5	25	2,000,000	75	4	40,000	22,000
Gomer Centralized, Gomer	1914	8	30	2,000,000	90	5	80,000	30,000
Madison Township, Groveport	1923	3	55	8,603,000	75	19	295,700	106,000
Olmsted Rural, Olmsted Falls	1916	5	25	3,208,000	70	10	200,000	42,000
Oklahoma:								
Cimarron County High, Boise City	1919	.....	1,836	8,488,083	.....	1.5	8,000	8,488
Merritt C. D. 2, Elk City	1921	4	35	826,000	50	5	40,000	13,150
Mooreland Consolidated No. 6, Mooreland	1921	3	48	1,030,076	50	8	100,000	21,020
Oregon:								
Gold Hill, Gold Hill	1920	3	56	1,152,381	60	2	.....	23,253
Pennsylvania:								
Tredyffrin School District, Berwyn	1922	10	25	5,429,039	60	18	.....	123,000
Horton Township Consolidated, Brockport	1924	4	15	500,000	50	6	65,000	38,156
Barrett Consolidated, Cresco	1926	6	45	1,600,000	40	5	105,000	42,000
Rome Township High, Rome	1920	11	24	325,000	100	3.5	30,000	14,900
Unionville Joint Consolidated, Unionville	1923	19	48	3,527,900	75	9	375,000	62,969
South Carolina:								
White Plains, Pelzar	1915	4	9.5	.....	.....	2	15,000	10,000
South Dakota:								
Kimball Industrial Consolidated, Kimball	1924	.....	48	1,923,900	70	4	130,000	38,000
Roslyn Consolidated District No. 1, Roslyn	1915	5	33	1,229,497	95	4½	50,000	24,804
Rutland Industrial Consolidated, Rutland	1925	.....	25	.....	.....	6	100,000	26,000
Texas:								
Duster C. S. D., Duster	1924	4	28	360,000	.....	5	13,585	6,408
Concord, Garrison	1925	2	.....	175,000	.....	5	9,000	8,000
Utah:								
Green River Schools, Green River	1913	.....	.....	.....	.....	.....	.....	.....
Virginia:								
Pittsylvania High, Chatham	1915	1	15	.....	.....	5	70,000	.....
Dinwiddie Agricultural High, Dinwiddie	1915	8	150	1,739,273	60	2	29,000	30,000
Waverly High, Waverly	1920	3	80	1,713,788	42	3	60,000	[1] 27,510
Washington:								
Bellingham, Bellingham	1891	7	41	17,275,764	56	.....	.....	455,736
Cashmere High, Cashmere	1910	3	30	2,400,000	50	8	166,500	53,748
Fairfield Public Schools, Fairfield	1927	2	30	1,159,893	.....	4	50,000	20,000
Kelso Public Schools, District No. 115, Cowlitz, Kelso	1922	4	110	4,300,000	33⅓	13	330,000	150,000
Montesano High, Montesano	1900	4	54	2,000,000	50	2	250,000	57,105
Lacey School District No. 317, Olympia, route 2	1917	3	40	780,000	50	5	60,000	19,000
Pomeroy Public Schools, Pomeroy	1922	4	50	1,500,000	50	1½	96,000	42,000
School District No. 113, Sunnyside	1915	3	94	2,600,000	50	10	180,000	70,000
West Virginia:								
Falling Waters Junior High, Falling Waters	1921	6	48	2,000,000	75	4	55,000	19,600
Ellsworth Consolidated, Middlebourne	1920	6	16	1,100,000	60	2	120,000	16,000
Red Sulphur District High, Peterstown	1910	.....	150	1,874,007	50	4	20,000	45,000
Wyoming:								
Albin Consolidated, Albin	1926	4	336	.....	.....	4	1,000	30,000

[1] For both white and colored schools.

enrollment, teachers' salaries, and transportation—Continued

Are there one or more homes for teachers?	School population in consolidation area	Total school enrollment	Number school transportation vehicles used		Number of children transported daily	Average length of routes (one way in miles)	Average transportation costs per child per day per mile	Per cent transportation expenditure was of total school budget	Type of school organization (8–4) or (other)	Median salary of teachers			Per cent of graduates who have entered or are preparing to enter the occupation of farming	
			Owned by school corporation	Owned by private interests						Elementary	Junior high	High school	1925	1926
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
0	583	510	6	.....	280	6	.....	.....	8–4	.....	.....	.....	4	6
0	220	200	.....	7	157	4	$0.05	25	8–4	900	.....	$1,400	.....	50
0	315	300	.....	12	225	8	.05	20	8–4	.....	.....	.....	.....	.....
0	.....	730	.....	9	350	15	.0007	12	8–4	1,100	.....	1,550	15	3
0	425	375	.....	4	250	2	.07	14	6–6	1,350	1,500	1,500	8	8
0	.....	103	.....	.....	.....	.....	.....	.....	8–4	.....	.....	1,190	30	25
1	317	321	4	.....	240	7	.01	3½	8–4	833	.....	1,125	.....	20
0	387	370	.....	4	121	7.5	.11	9	8–4	792	.....	900	4	3
0	232	165	.....	4	40	10	.038	12	8–4	1,050	.....	1,350	10	10
0	1,252	936	3	1	400	3.75	.02	5	8–4	1,500	.....	1,900	1	2
0	495	432	.....	2	132	3.5	.025	9.5	8–4	800	.....	1,215	.....	.....
0	328	331	.....	6	300	6	.15	25	6–6	1,035	.....	1,275	.....	.....
0	190	163	.....	6	116	4	.....	21.5	8–3	.....	.....	.....	30	20
0	.....	805	6	.....	700	5	.023	17	6–6	.....	.....	.....	.....	.....
0	250	210	.....	.....	125	2	.....	.....	6–0–1	900	.....	945	50	50
0	.....	.....	4	.....	94	.....	.....	10	6–3–3	.....	.....	.....	.....	.....
0	199	153	4	3	70	4.7	.22	12½	8–4	911	.....	1,600	40	45
1	160	172	4	.....	100	5.5	.....	.....	8–4	1,035	.....	1,400	14	14
1	184	170	4	.....	120	5.5	.....	30	8–4	.....	.....	.....	.....	.....
0	.....	130	.....	1	40	4	.....	.....	8–1	.....	.....	.....	.....	.....
0	200	192	.....	1	23	5	.01	.....	8–4	808	.....	1,080	.....	.....
0	.....	135	.....	1	70	5	.105	.....	.....	.....	.....	1,000	.....	.....
0	473	275	4	3	230	11	.....	13	7–4	.....	.....	1,035	.....	.....
0	297	311	.....	3	85	10	.05	8.5	7–4	810	.....	990	10	10
0	.....	677	4	.....	354	10	.035	9.77	6–3–3	1,470	1,620	1,810	.....	1
0	880	.....	2	1	.....	5	.....	.....	8–4	1,350	.....	1,485	.....	.....
0	212	190	1	.....	.....	7	.05	4	8–4	.....	.....	.....	25	25
0	2,910	1,850	5	2	277	5.1	.016	5.5	6–2–4	1,222	1,317	1,506	.....	.....
0	1,050	900	.....	5	.....	8	.....	15	.....	1,300	1,300	1,500	12	14
0	400	360	3	1	354	8	.06	14	8	1,215	.....	.....	50	50
0	630	550	.....	3	.....	.....	.....	.....	8–4	.....	.....	.....	28	33
0	1,443	1,147	.....	3	135	5	.12	4	8–4	1,150	.....	1,400	15	15
0	500	230	2	.....	195	5	.045	12.5	6–3	880	1,215	.....	.....	50
0	445	[1] 241	1	.....	38	5	.01	5	8–4	.....	107	.....	.....	.....
0	1,300	700	.....	.....	20	2½	.03	0.33	8–4	728	.....	1,700	4	2
1	60	50	3	.....	50	.....	.....	.....	8	900	.....	.....	.....	.....

[1] Not including high school.

TABLE 12.—*Summary of statistics*

Item	Consolidations reporting	Minimum	Median	Maximum
1	2	3	4	5
I.—FINANCE				
Assessed valuation of districts or attendance area served by consolidation	88	$108,000	$1,546,436	$17,275,764
Assessed valuation for each pupil enrolled	82	$190	$4,264	$82,408
Amount of bonded indebtedness	89	$2,500	$25,000	$368,000
Estimated income 1926–27	89	$4,500	$25,000	$455,735
Estimated income for each child enrolled:				
Local school tax rate (mills on the dollar)	80	1	14.5	85
Yearly salary of teachers:				
(a) Elementary	82	$400	$960	$2,100
(b) Junior high	20	$945	$1,288	$1,885
(c) Senior high	75	$750	$1,350	$2,700
Yearly salary of superintendent or principal	100	$900	$2,400	$5,500
II.—SCHOOL PLANT				
Area of school grounds (in acres)	100	.02	5	40
Value of school property	94	$1,000	$75,000	$1,158,134
III.—POPULATION, ENROLLMENT, AND TEACHERS				
School population in district	89	60	305	2,910
School enrollment	98	50	250	6,677
Per cent pupils under age	45	----------	[1] 21.3	----------
Per cent pupils normal age	45	----------	[1] 63.5	----------
Per cent pupils over age	45	----------	[1] 15.2	----------
Number of teachers:				
(a) in consolidations with both elementary and secondary grades	84	3	10	189
(b) in consolidations with elementary grades only	10	3	8	14
(c) in consolidations with secondary grades only	7	3	7	11
IV.—FARM POPULATION				
Number of families in district [2]	72	57	200	3,000
Number vacant farm homes in district	34	0	8	100
Number farm homes in district	77	0	100	800
Number farm owners living in district	73	0	75	400
Number families in district living on rented farms	72	0	25	450
V.—TRANSPORTATION OF PUPILS				
Number of districts united to form consolidation	95	2	5	26
Area (square miles) of district or attendance area served by consolidated school	98	3	36	1,836
Number transportation vehicles:				
(a) Publicly owned	50	1	4	11
(b) Privately owned	62	1	3	12
Length of route (one way in miles)	89	2	5.5	15
Number pupils transported	90	20	165	900
Per cent of enrolled pupils transported	83	3	50	100
Amount spent for transportation	89	$150	$3,500	$36,000
Relation of amount spent for transportation to school income expressed in per cent [3]	77	1	14	43
Cost of transportation per child per mile per day (one way in cents):				
District-owned vehicles	47	0.2	1.4	5.6
Privately-owned vehicles	38	0.7	2.1	5.0

[1] Percentage of total.

[2] A family was defined for this question as "A household or group of persons, whether related by blood or not, who share a common abode, usually also sharing the same table."

[3] 6 schools reporting no transportation expenditure not included.

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